

2025-26 SCHOOL IMPROVEMENT PLAN CRIMSON VIEW ELEM

(TSSA, TSI, TITLE 1, SLT)
ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

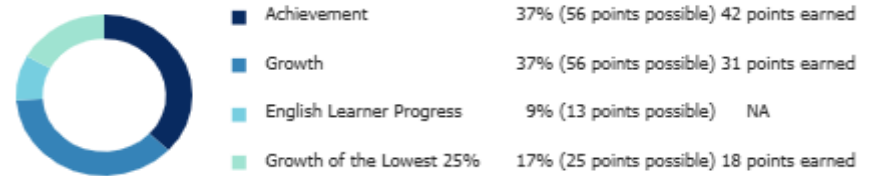
91 Was your school's total points on the most recent report card.

<https://utahschoolgrades.schools.utah.gov>

93 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 150 points)

Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?

Answer: Growth of the Lowest 25%.



[View more info on the system >](#)

[View more info on the calculation >](#)

Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.

FOCUS AREA 1: STUDENT LEARNING

How are you currently assessing your progress in this area?

1. Strong Curriculum and Instruction:

Standards-aligned curriculum: Ensure the curriculum is aligned with state standards and provides a clear progression of skills and knowledge.

Effective teaching practices: Implement research-based instructional strategies, including differentiated instruction, active learning, and formative assessment.

Data-driven instruction: Regularly assess student progress and use data to inform instructional decisions and adjust teaching strategies.

Focus on foundational skills: Prioritize the development of foundational skills in reading and math, especially in early grades.

Enrichment opportunities: Provide opportunities for students to explore their interests and talents through enrichment programs, clubs, and extracurricular activities.

2. Positive School Climate and Culture:

Safe and supportive environment: Create a school environment where students feel safe, respected, and supported.

High expectations: Set high expectations for all students and provide the support they need to succeed.

Positive relationships: Foster positive relationships between students, teachers, and staff.

Family engagement: Actively engage families in their children's education through communication, events, and volunteer opportunities.

Character education: Integrate character education into the curriculum and school culture to promote positive behavior and social-emotional development.

3. Targeted Support for All Students:

Early intervention: Provide early intervention for students who are struggling academically or behaviorally.

Special education services: Provide appropriate special education services for students with disabilities.

English language learner support: Provide effective support for English language learners to develop their language skills and academic achievement.

Gifted and talented programs: Offer challenging and enriching programs for gifted and talented students.

Mentoring programs: Pair students with mentors to provide academic and social support.

4. Professional Development for Teachers:

Ongoing professional development: Provide teachers with ongoing professional development to enhance their teaching skills and knowledge.

Collaboration and teamwork: Encourage collaboration and teamwork among teachers to share best practices and support each other.

Mentorship programs: Pair experienced teachers with new teachers to provide guidance and support.

5. Effective Leadership and Resources:

Strong leadership: Provide strong leadership that sets a clear vision for the school and supports teachers and students.

Adequate resources: Ensure the school has adequate resources, including funding, staffing, and materials.

Technology integration: Integrate technology effectively into the curriculum and instruction to enhance learning.

6. Continuous Improvement:

Regular evaluation: Regularly evaluate the effectiveness of programs and initiatives to identify areas for improvement.

Data analysis: Analyze data on student achievement, attendance, and behavior to track progress and identify trends.

Collaboration with stakeholders: Collaborate with teachers, parents, and community members to develop and implement improvement plans.

Key Considerations:

Individualized learning: Recognize that students learn at different rates and provide individualized support as needed.

Social-emotional learning: Address the social-emotional needs of students to ensure they are ready to learn.

Subgroup	Percentage	Based on your data, what will you do to increase student learning in these subgroups?
Students identified as economically disadvantaged	13%	Instruction will be data-based according to academic need, all students regardless of SES will receive a common assessment of required skills and receive specialized instruction based on their need.
Students with disabilities	17%	<p>High-Leverage Practices in Special Education Collaboration</p> <ol style="list-style-type: none"> 1. Collaborate with professionals to increase student success. 2. Organize and facilitate effective meetings with professionals and families. 3. Collaborate with families to support student learning and secure needed services. <p>Assessment</p> <ol style="list-style-type: none"> 4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. 5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. 6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. <p>Social/Emotional/Behavioral</p> <ol style="list-style-type: none"> 7. Establish a consistent, organized, and respectful learning environment. 8. Provide positive and constructive feedback to guide students' learning and behavior. 9. Teach social behaviors. 10. Conduct functional behavioral assessments to develop individual student behavior support plans. <p>Instruction</p> <ol style="list-style-type: none"> 11. Identify and prioritize long- and short-term learning goals. 12. Systematically design instruction toward specific learning goals. 13. Adapt curriculum tasks and materials for specific learning goals. 14. Teach cognitive and metacognitive strategies to support learning and independence. 15. Provide scaffolded supports. 16. Use explicit instruction. 17. Use flexible grouping. 18. Use strategies to promote active student engagement. 19. Use assistive and instructional technologies. 20. Provide intensive instruction. 21. Teach students to maintain and generalize new learning across time and settings. 22. Provide positive and constructive feedback
Students identified as English learners	2%	Review language proficiency data for students identified as EL (WIDA/ACCESS). - Set goals for ML learners in each language domain (Listening, speaking, reading, and writing). - Identify students' needs based on BOY data; select instructional practices that address those needs) select instructional practices to implement. - Ensure curricular materials are readily available.
Students in major racial and ethnic groups		

What tier 1 changes might help those subgroups and your school's level of performance?

Setting and Reviewing Learning Objectives- Providing students with a purpose and intended outcome for the lesson will help students know where to focus their attention and what they should be learning.

Explicit Instruction- Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved" (Archer & Hughes, 2011; Hall & Vue, 2004). Explicit instruction is necessary when student discovery is impossible, inaccurate, incomplete, or inefficient. Examples: association between quantity and numbers, the order of operations in algebra, the elements in scientific inquiry, or the parts of a table or graph (Archer & Hughes, 2011). Explicit instruction that includes clear learning objectives, success criteria, "hooks" to gain attention, modeling, checking for understanding, guided practice, lesson closure/review, and independent practice. Explicit instruction builds success for learners of all abilities. Student Self-Assessment of Progress- Having students self-assess their progress toward the objectives at the end of the lesson has two benefits:

1) providing the teacher with information on current levels of students' understanding, and 2) giving the students immediate feedback on their progress. Explicit Vocabulary Instruction- Providing explicit vocabulary instruction for critical, unknown vocabulary words "has an impressive track record of improving students' background knowledge and comprehension of academic content" (Marzano, 2001). Use of an explicit vocabulary routine will ensure students have sufficient practice with the vocabulary. Checklists and Rubrics- Provide students with specific criteria their work (e.g., mathematics cooperative learning activity or project) should address. Rubrics and checklists provide students with clear expectations for the task assigned and allow them to self-reflect on their work. When students know what is expected of them, the quality of the product improves.

What additional interventions might help those subgroups?

We need to increase our ability to enhance our Tier 2 intervention for reading and math. Math Camps and Tutoring.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT**How are you formatively assessing your progress in this area?**

All Classrooms in our school will meet or exceed the Basic 5 Benchmarks https://cdns5-ss7.sharpschool.com/UserFiles/Servers/Server_381265/File/Academics/teacher_evaluation/Student_Engagement_Coaching-Classroom-Mgmt-R-Sprick-2.5.pdf

List and link your school's data sources here:

Description	Link
Analytics & Insights (Powerschool)	
Second Step	

FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

How are you formatively assessing your progress in this area?

Each teacher will participate in at least 3 coaching impact cycles aligned with their PEERS goal(s). Trimester check in meetings with principal as to growth and progress . Trimester Data Dives and a Focus on effective weekly collaboration.

List and link your school's data sources here:

Description	Link
Data Dive	https://docs.google.com/presentation/d/1EZTMbuf7rKJi8DstK-M4O8GQghkK8itVvCAm_ourKbo/edit#slide=id.g32591d59530_0_0
Data Dive	https://docs.google.com/presentation/d/10Osu3Q12_I1e8Pzol04hZuciHfh_gFEG9GP0pbMDmuk/edit#slide=id.g32585d1c05f_0_0
Data Dive	https://docs.google.com/presentation/d/1gAxKiXHFerGRV8QFLPaqbjzrLLv9CvD0T9MkwpJP6Bo/edit#slide=id.g3254c270a2d_0_0
Data Dive	https://docs.google.com/presentation/d/1xph0i9aZ7iQ1lwZ0xxhEP7vWkfD65THF4NjRSUgBJYg/edit#slide=id.g32adc5e570f_0_0
Data Dive	https://docs.google.com/presentation/d/1x6l6nPmjEAvszhlhQqVu3ChfDkpVaR32w7oFcqol8/edit#slide=id.g2a4e13051e2_0_1212

Step 2: Outline your school's specific, measurable goals for the year.

Step 3: Define specific actions your school must make and how you will measure their success.

Step 4: Define the funding source and estimated expenditures.

2025-26 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$470.45
Distribution for 2025-26	+	<u>\$81,212.53</u>
Total Available Funds		\$81,682.98
Estimated Expenditures	-	<u>\$81,682.98</u>
Net Amount		\$0.00

Is SLT carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

If you answered "yes" provide an explanation for why more than 10% will be carried over.

(Funds to be carried over should be identified for a specific future need, and should not be saved for unexpected contingencies.)

TSSA FUNDING ESTIMATES

Carryover from prior year		\$8,641.19
Distribution for 2025-26	+	<u>\$114,632.21</u>
Total Available Funds		\$123,273.40
Estimated Expenditures	-	<u>\$123,273.41</u>
Net Amount		\$0.00

Is TSSA carryover from 2024-25 expected to exceed 10% of the school's 2024-25 distribution?

Yes ☐

No ☒

ALIGNING GOALS WITH 2025-26 BUDGET

PEERS GOAL #1	Crimson View Elementary students will demonstrate grade-level proficiency in reading, math, and science as measured by standardized assessments and classroom performance, focusing on every student making typical or above-typical growth on the essential standards.		
FOCUS AREA	1. STUDENT LEARNING		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS		
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	SCIENCE		

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	Action Steps / Expenditure Description		Expenditure Category	Funding Source	Estimated Cost
* Acadience Reading & Math Screener and Benchmarks. * Into Reading Unit Assessments. * Adopted Math Assessments. * RISE Benchmark Assessments (Language Arts, Math & Science).	1	Fund certified teacher salaries to support our goal.	Salaries & Benefits	TSSA SLT	\$23,820.69 \$9,405.34
	2	Hire paraprofessionals for additional student support.	Salaries & Benefits	TSSA SLT	\$48,727.74 \$41,955.34
	3	Purchase technology such as student chromebooks, teacher work stations & Chromebook Carts to support our goal.	Technology Related Supplies	TSSA SLT	\$8,000.00 \$27,322.30
	4	Professional Development and substitute teachers for certified staff. (ie travel, per diems, etc).	Travel for Professional Development	TSSA	\$7,000.00
			Salaries & Benefits	SLT	\$3,000.00
	5	Hire a Gen. Ed. Behavior Tech.	Salaries & Benefits	TSSA	\$22,067.11
	6	Purchase needed Software.	Software	TSSA	\$10,000.00
	7	Media Center Assistant salary.	Salaries & Benefits	TSSA	\$3,657.87
					<u>\$204,956.38</u>

Does this goal include a Digital Citizenship or Safety Principles component?

Yes

☐

No

☒

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes

☐

No

☒

If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?

If additional funds are available we will use them to purchase technology, substitutes and Professional Development.

Provide an explanation of how your school will publicize its plan.

School website, letters home and Back to School Night.